DOCUMENT RESUME

ED 385 506 SP 036 127

AUTHOR	Brophy, Jere, Ed.
TITLE	Learning and Teaching Elementary Subjects. Advances in Research on Teaching. Volume 5.
REPORT NO	ISBN-1-55938-771-8
PUB DATE	95
NOTE	398p.
AVAILABLE FROM	Jai Press Inc., 55 Old Post Road, No. 2, P.O. Box 1678, Greenwich, CT 06836-1678 ($73.50).
PUB TYPE	Books (010) -- Collected Works - General (020)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Art Education; *College School Cooperation; *Curriculum Development; Educational Research; Elementary Education; *Elementary School Curriculum; Higher Education; Language Arts; *Learning Strategies; Literature Appreciation; *Partnerships in Education; Preservice Teacher Education; Reading Instruction; Science Education; Social Studies; *Teacher Education Programs; Teacher Role; Teaching Methods; Team Teaching; United States History; Urban Education; Writing Instruction
IDENTIFIERS	Classroom Effectiveness; Teaching for Mastery; Teaching Research

ABSTRACT

This publication is the fifth volume in the "Advanced in Research on Teaching" series, which has been established to provide state-of-the-art conceptualization and analysis of the processes involved in functioning as a classroom teacher. This volume focuses on the work of the Center for the Learning and Teaching of Elementary Subjects in the College of Education at Michigan State University. Following an introduction by Jere Brophy, the book is divided into nine chapters: (1) "1990s Curriculum Reform: Deja View All Over Again" (Richard Prawat); (2) "Old Paths, New Journeys: A Search for the Teacher in Arts Education Research" (Wanda T. May); (3) "University Personnel and K-5 Teachers Collaborate To Improve the Teaching and Learning of Literature" (Patricia Cianciolo and Barbara Quirk); (4) "Changing the Context for Classroom Reading Instruction: The Book Club Project for Urban Students" (Susan McMahon, Taffy Raphael, and Virginia Goatley); (5) "The Power of Friendship Groups: Teacher Research as a Critical Literacy Project for Urban Students" (Sandra Hollingsworth and Mary Dybdahl); (6) "'Storytellers', 'Scientists', and 'Reformers' in the Teaching of U.S. History to Fifth Graders: Three Teachers, Three Approaches" (Bruce VanSledright and Jere Brophy); (7) "Powerful Social Studies: Concepts That Count?" (Corinna Hasbach, Kathleen Roth, Cheryl Rosaen, and Elaine Hoekwater); (8) "Similarities and Contrasts between Writing during a Writer's Workshop and Writing in Science: Examining the Teacher's Role" (Cheryl Rosaen and Kathleen Roth); (9) "Collaboration in a Professional Culture: Renegotiating Barriers To Improve Practice" (Cheryl Rosaen). Following each paper are brief cross talk sections in which the authors respond to questions and comments raised by the editor and other contributors. Each chapter contains references. (ND)